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Specificity of aggressive behaviour of teenagers

Abstract: More characteristic for adolescent age are behavioural reactions of the two types: reaction of emancipation and reaction of grouping. Needs in a social recognition is one of the most actual needs in adolescent age. However adult socium does not satisfy these needs in full scope, therefore a teenager seeks other environment and finds it in a group. Thus, reaction of grouping is a searching of another environment to satisfy the needs in social recognition. Teenager in group seeks in group not only a friend, he wants to be accepted in some community as an independent social unity, sometimes becomes more value and significant than own dignity.

Keywords: criminological characteristic; deviant activity; adolescent age; adolescent aggression; valuable orientations; crisis of identity; social recognition. .

For more successful analysis of this problem should be first of all determined the particularities of adolescent age. It is distinguished a quite specific particularities of biological, psychological and social nature. This is a stage of ontogenetic development between childhood and adulthood (from 11-12 to 16-17 years), which is characterized with qualitative alterations associated with sexual maturation and entering into adult life. Adolescent age is characterized with increased deviant activity in relation to old and junior age groups. In particular, the minors are distinguished with higher criminal activity among all age groups. Level of criminality of this group in 15 times exceeds the level of criminality of adults. Group of 16-17 is an especially active [2].

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Why an adolescent age is a period of increased risk? The following it should be distinguished as more common reasons:

1. Affected inner difficult of awkward age, beginning from psycho-hormonal process processes and pubertal crisis and finalizing with alteration of Ego-concept – processes of self-identification, experience of traumatic effects of an identity's crisis.

2. Marginality and uncertainty of the social status of a teenager (this is not a child, but not an adult yet).

3. Contradictions caused by restructuring of social control mechanisms (children's forms of control based on observance of external norms and obedience no longer work, and adult methods of self-control have not yet been developed) [6, p. 121-122].

Especial role also play accentuations – excessive amplification of separate features of character. They are formed to adolescent age and are brightly manifested namely to this period.

More characteristic for adolescent age are behavioural reactions of the two types: reaction of emancipation and reaction of grouping. Needs in a social recognition is one of the most actual needs in adolescent age. However adult socium does not satisfy these needs in full scope, therefore, as Z.O. Rasulova correctly notes, a teenager seeks other environment and finds it in a group [4, p. 104-107]. Thus, reaction of grouping is a searching of another environment to satisfy the needs in social recognition. Teenager in group seeks in group not only a friend, he wants to be accepted in some community as an independent social unity, sometimes becomes more value and significant than own dignity.

On a number of reasons physical and social maturation do not coincide on time. This linked with long teaching, late “obtaining of profession and consequently, an economic independence, infantile hedonic attitude of mind and others. Disproportion of physical, mental and social maturation is led to



psychological conflicts. Hints or reproaches of surrounding people concerning an appearance or awkwardness cause violent affects, distort the behavior of a teenager” [5, p. 291-304].

In modern literature a concept of E. Erikson on a crisis of identity as a main particularity of adolescent age (under identity is understood determination of himself like a personality, individuality) received a wide dissemination. Teenager actively ‘tries on’ various social roles, determines the requirements, opportunities and rights inherent each new image. Undoubtedly, in role fan will be also presented the negative objects, an existence of which can provoke the conflict situations [7, p. 139-146].

Social status of teenager, as rule, is aggravated ever more complicating demands to him by adults and first of all, of school. It is happen an extension of diapason of social roles: a schoolboy, participant of amateur performance, a member of sport team etc. However, their mastering takes place with difficulty, which will be able to lead to a great emotional stress and violation of behavior. Most part of teenagers of this age is the schoolchildren who live in dependence on their parents or state. Social status is a little differentiated from child one.

Many adults (including the teachers) simplistically perceive a process of incorporating a child into the world of social relations. They understand childhood as an age of carelessness and unlimited optimism. Such perception of childhood leads to the fact that an adult deprives a child of the right to so named negative emotions or forms of behaviour (anger, fear, aggression etc.). As result, instead of to teach a child to constructive ways of expressing and overcoming an experiencing negative state, adults impose prohibitions and restrictions. Though, aggressive actions of child might be observed from an early age. Henri Parens has considered two forms of aggression, which are manifested to children of any age. The first - non-destructive aggression, i.e. insistent, non-congenital self-defense behavior aimed at achieving the goal and training. Congenital destructiveness



unlike non-destructive aggression is not manifested at once after birth. However the mechanisms of its producing (generating) or mobilization exist from the very beginning of a child's life. Congenital destructiveness is invoked and activated in result of strong unpleasant experiences (excessive pain or distress) [3, p. 23].

The last decade due to instability in our society has become stronger the trends provoking the growth of aggressiveness and deviant behaviour of minors. We may distinguish specific reasons of the growth of deviations among minors determined by social situation in Russia.

Today teenagers are in the centre of a whirlpool of conflicting values, standards and role expectations, which mass-media, different organizations and associations demolish at them. In situation of rapid social alterations it is difficult to presuppose what values and standards of behaviour will be adequate to the tomorrow's day. Crisis of society generated a spiritual marginality of young generation, eclectics in world view, disorientation. In addition, it is formed a vacuum after the departure of the komsomol. It is filled with spontaneously forming 'culture of age-mates', which often takes a primitive samples of mass culture or values of criminal subculture as a landmark. According to data one of the surveys of minor criminals, 9% indicated the heroes of movies as an ideal; 46% - no ideal; 27% named anti-social ideal [1, p. 118]. Crisis situation in spiritual world of young people aggravates a poverty of the forms of leisure provide to the main part of youth and their commercialization at low profits of the main part of youth.

In framework of considered problem we use a notion values and value orientation. It is important to emphasize that the latter is a main element of person's structure that fixes its life experience the both in cultural and social contexts. Therefore analysis of value orientation of teenagers and their association with aggressiveness and deviant behaviour is a current interest.



In the first research dedicated this problem and made in 2000 we set the following objectives:

1. Studying value orientation and aggressive trends at the teenagers.
2. Analysis of links' nature between formation of value orientation and aggressive manifestation of the teenagers.

In order to study the value orientations there was used the questionnaire "Correlation and main trends of an identity's development of the pupils, their directivity and activity" developed for pupils of 9th - 11th forms in the Institute for Development of Identity of the Academy of Pedagogic Sciences of Russia. The questionnaire drew up in the basis of indicators, on which we may judge on directivity of an identity's development, his activity and self-organization. There should be distinguished from it the needs, value orientations, motives, social etalons of prestigiousness, means and ways of achievement and attitude to them. There were 167 pupils participated in the study. The pupils of the three secondary schools of Krasnodar city were included in sampling group. The questionnaire was finding a level of formulation of value orientations in plan of preference of a choice of material or spiritual values. The groups of teenagers of 13-17 years on 15-20 men have questioned with using of the Buss and Dark questionnaire (in electron variant) and the questionnaires that discover directivity and activity of a person, his value orientations.

Assessment of link an aggressiveness and value orientation has been conducted through calculation of the ratio of correlation on Person between the indicators of aggressiveness on questionnaire and characteristics of value-line orientation on checklist.

It emerged that verbal aggression prevails at the teenagers of 15-17 years- 83%. This indicator exceeds other forms of aggressiveness almost at 20%. Negativism and physical aggression have also a dominating significance at the



teenagers. According to our data, they have equal figures – at 65%. Indirect aggression on a level of intensity is 61%.

At researching of value-line orientations the following evaluative scales have been used: ‘Human aspiration’, ‘Value orientation’, ‘Social etalons of life’, ‘Ways of behaviour and means applied to achieve the vital purposes’. It has been calculated the quantity of scores that chosen for evaluation on the scales. The results might be presented into the two directions: 1. Choice that directed the both the spiritual values and material ones, the ways of achievement of vital purposes: legal or approved by public opinion; 2. Orientation in material values at choice of any means, including unlawful ones, in order to achieve the vital purposes and aspirations. 128 examinees collected the most number of scores on the second type. A group of the first type was conditionally called by us as the group with forming value orientations, the group of examinees with high score on the second type – a group of non-forming value orientations.

Below in the table we present relationship of the choices with indicators of aggressiveness and value orientations.

	Value orientations formed	Value orientations non-formed
High aggressiveness	11	82
Aggressiveness in a norm	28	46

Thus, according to the results of research, of 167 examinees 82 men have at high aggressiveness demonstrated non-formed value orientations, 11 examinees have at high aggressiveness showed formed value orientations and 74 men whose indicator’s index of aggressiveness corresponds to a norm. However, only 28 men have formed value orientations, 46 ones collected low score on forming of value orientations.

Research made has allowed concluding that there is existed interdependent link between high aggressiveness and the levels of forming of value-line



orientations; where the indicators of forming of value orientations are low we see a high level of aggressiveness.

Second research has been conducted by us in Rostov on Don in 2001 on a subject of analysis of connection of value orientation of the teenagers with deviant behaviour. There were taken 2 groups: with deviant and normative behaviour. It has been discovered that deviant behaviour of teenagers quite rigidly correlates with their value orientations.

Social crisis is negatively caused also in educational possibilities of educational institutions. Methods of work of school teachers with the parents of 'problem' teenagers not only aggravate parental stress but also provoke psychological rejection by the parents their 'problem' child. In attitude to such parents in position of a teacher always is presented (obviously or implicitly) an accusatory grade, which intensifies a sense of shame and parental failure. In its turn, negative, psychological climate in a family increase a sense of alienation at a teenager and forms a syndrome of 'psychological homelessness'.

Self-estimation of teenager becomes more vulnerable in period of socialization of the most important component of Ego-concept. Any psychological injury that causes to a person requires compensation. Teenagers use the simplest way to raise broken self-esteem – to protest realization, first, anti-disciplinary and then deviant forms of behaviour.

Problem of violence is one of the most dangerous among the schoolboys. It was conducted a study in Volgograd, the objects of which became pupils of 4-11th forms in age of 10-16 years. In addition, there were interviewed parents, teachers, policemen etc.

For research of value orientations it was used questionnaire "Relationship and main trends of development of identity of pupils, their directivity and activity", developed for pupils of 9-11th forms in the Institute of Development of Identity of the Academy of Pedagogic Sciences of Russia. The questionnaire drawn up in the



basis of indicators, on which one may judge on directivity of person's development, his activity and self-organization. We should distinguish from them the needs, value orientations, motives, social etalons of prestigiousness, means and ways of achievement and attitude to them.

The results of research showed that a number of educational institutions (especially of general educational schools) became the real criminal zones.

Distribution of the victims of violence looks the following (in percentage ratio to all questioned):

- beating (9%);
- mockery (5%);
- blackmail of money (13%), items (3%);
- rape (2%), attempt of rape (1%);
- other forms of violence (9%).

We should note that 22% of questioned expressed assurance that nobody helps in this trouble, 11% have applied to nobody for help because they thought that it would have been ever worse from that. In whole the research found not only seriousness of problem's state, but also a high level of aggressiveness of children and teenagers.

In order to achieve required effect in educational work with minors, it is also necessary to understand a motivation of actions of a teenager. Particularities of motivations of deviant behaviour of minors are characterized with:

- a) considerable distribution of impulsive and situational motives;
- b) excessive impact of the factors associated with self-esteem;
- c) particular significant of group integration in motivation of behaviour that is characterized with intolerance to any restrictions, besides of those, which take place in a group. As an ideal services autonomy of the group services, but not autonomy of an individual;
- d) significance of such social psychological motives as infusion and imitation;



e) great variety of motivations that lie in the basis of motive of specific kinds of criminal behaviour.

A group is always of a catalyst of deviant behaviour of teenagers. It is explained with the following circumstances:

- presence of deviant group makes easy a commission of offence, if a man in purpose of increasing of self-assessment is ready to that;
- group provides support and encourage for participation in illegal actions;
- no one bears a personal responsibility for committed in a group;
- availability of group reduces an effectiveness of social and individual mechanisms of control, which could be stopped manifestation of deviations.

Wherein it is formed a vicious circle, deviant acts increase an effect of self-esteem of teenager for other members of a group. In addition, such behaviour strengthens his need in social approval of a group, especially if he grew up in an environment where such acts are condemned. At last, rejecting behaviour calls negative attitude from side of 'normal others' up to exclusion of deviant teenager from sphere of communication. This social rejection promotes the intensification of communication of teenager with deviant environment, reduces an opportunity of social control and facilitates of further development of rejected forms of behaviour. As result the deviant behaviour from non-motivated becomes motivated one.

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